

Standard 6-5 The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P, G, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about the Renaissance.

In Global Studies, students will analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the decreasing interregional trade (GS-2.6). Students will also compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to know the geographical backdrop of the Crusades and to have a clear grasp of where most of the fighting took place and the basic routes by which movement occurred. They should understand that even though the Crusades were confrontational in nature, this contact became a means of gaining and disseminating new knowledge. Students should be able to explain how the Crusades were integral in moving Europe away from a feudal, agricultural system and toward a more trade-based economy. The movement of men, goods, and ideas to and from the Crusades helped provide a stimulus to produce and sell trade goods by the Europeans. It is essential to understand that the political outcomes of the Crusades contributed to a further weakening of the feudal system, the power of the monarchs, and the influence of the Roman Catholic Church. Students should be able to describe how these political, social, and economic changes combined to create an environment that fostered the artistic and intellectual expression that became the Renaissance. (For example – wealth from trade and commerce allowed rulers to underwrite artistic development). Furthermore students should be able to identify the Italian origins of the Renaissance and how this movement then spread to other parts of Europe.

It is not essential for students to know the specific historical details of each Crusade or the names of prominent military and political leaders associated with them. They need not be able to distinguish one Crusade from another but it would be useful for students to recognize that the Crusades took place of centuries and the impact was an ongoing, protracted one.

Assessment guidelines: In order to measure understanding of the origin and spread of the Renaissance, appropriate assessments could require the student to **categorize** ways in which the Crusades acted as both a passive and an active conduit of cultural exchange between European Christians and Muslims. It would be appropriate to have students utilize maps to **summarize** or

explain both the interaction that took place in the Crusades and the spread of the Renaissance. Students could detail the connection between the outcomes of the Crusades and the weakening of the Church and national monarchs, **describe** the common features of the northern Italian city-states that helped birth the Renaissance, and/or **summarize** their role as a springboard for intellectual originality and artistic self-expression.